DCHA/PPM LEARNING AND TRAINING SUPPORT

QUARTERLY REPORT: YEAR 5, QUARTER 3

DCHA/PPM LEARNING AND TRAINING SUPPORT

QUARTERLY REPORT: YEAR 5, QUARTER 3

Management Systems International
Corporate Offices

200 12th Street, South
Arlington, VA 22202 USA

Tel: + 1 703 979 7100

CONTENTS

OVERVIEW

This quarterly report covers the third quarter of fiscal year 2015 (April 1 – June 30, 2015). The contract is in its fifth year of performance and runs through September 30, 2015.

MSI is the prime contractor on the DCHA/PPM Learning and Training Support Task Order (TO). Under this TO, MSI supports numerous training activities for DCHA offices including PPM, CMM, CS3, CMC, and FFP. In addition, MSI provides curriculum design, coaching, facilitation support, e-module development, survey development, and analytical services for DCHA bureau initiatives.

The following list summarizes the activities undertaken this quarter:

Course Delivery

- Delivered one **DCHA 101 course** from April 28 – 30 in Washington, D.C.

Course Preparation

- Prepared for courses that will take place next quarter, including **DCHA 101, FFP 101 and CSG**.

E-module Development

- Continued developing the **FFP e-module** in the Captivate software and recorded final narration.

- Built upon the design of the **Security Sector Assistance (SSA) e-module** to create updated drafts for approval by DCHA/DRG.

- Began updates to **DCHA at a Glance e-module** following release of new DCHA Fact Sheets

Analytical Products

- Submitted final report and PowerPoint presentation on results and recommendations from the **DCHA Professional Development Survey**

- Created a comprehensive site map and continued updating the site content for the migration the "Support to Staff" online portal on new USAID Intranet platform, **myUSAID pages**

- Conducted a senior staff review workshop for the **Crisis and Political Opening Action Coordination Team (COACT)** to capture efforts to date and identify recommendations for the "way" forward.

Contract Management

- Completed the missing fields in **the master alumni database**.

- Began drafting the contract's **2015 annual report** and **final report**.

In order to facilitate the efficient implementation of these projects, MSI and the COR held weekly and bi-weekly planning meetings. E-modules especially have become a way for offices to reach DCHA staff in the field that might not otherwise be able to undertake training. MSI has found that careful planning for these e-modules increases efficiency and improves communication with the client.

COURSE DELIVERY

DCHA 101

This offering of DCHA 101 a total of 25 participants attended the course, which is higher than some previous offerings since the winter DCHA 101 was postponed due to a snowstorm. At the close of the 2.5 day training, participants rated the course a 4.73 out of 5, with 100% rating it "very good" or "excellent." Participants reported the sessions were "a good length of time and packed with information." One hundred percent of participants agreed the course met its learning objectives, and 100% praised the logistical support at "very good" or "excellent."

For the first time, the training team piloted a new pre- and post-test using the audience response system. This set of ten questions was given at the beginning of the workshop to obtain a baseline knowledge of the course content, then again at the end of the course to show knowledge gained. Both sets of questions include an "I don't know" option for each answer, to avoid guessing. Scores from the pre-test and the post-test were then compared, showing a high degree of learning for most questions. Giving the pre- and post-test on either end of the DCHA 101 course shows immediately participant knowledge gained from the course itself. In the table below, the pre-test and post-test scores are shown, as well as the degree of improvement from one to the other. The questions that did not show as much improvement will be modified for the next course.

Pre- and Post-Test Results

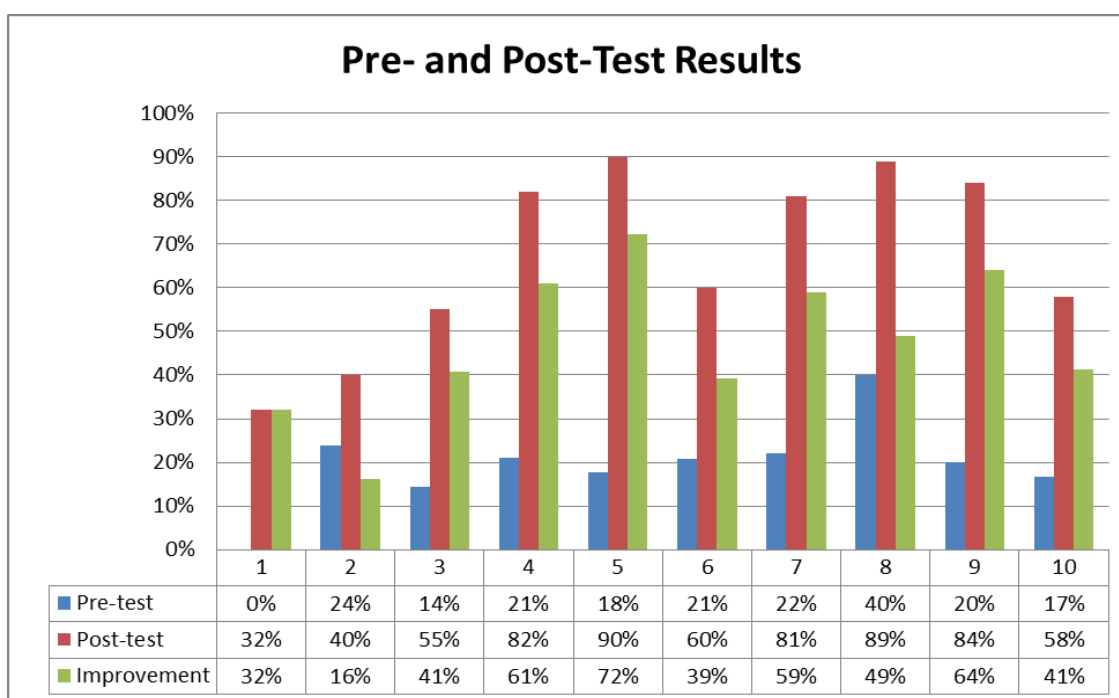|	1	2	3	4	5	6	7	8	9	10
Pre-test	0%	24%	14%	21%	18%	21%	22%	40%	20%	17%
Post-test	32%	40%	55%	82%	90%	60%	81%	89%	84%	58%
Improvement	32%	16%	41%	61%	72%	39%	59%	49%	64%	41%

Figure 1: DCHA 101 pre- and post-test scores

Each day, participants ranked the sessions that most and least benefited their learning. On Day 1, participants found the budget exercise and the office overviews most useful to their learning. The office overview session covers:

- where the 9 DCHA offices are structured on the USAID org chart;
- the mandate and programs of each office;
- the budget and staffing of each office; and
- a video explaining the brief history of the bureau.

Though this is general information, participants valued learning about the office profiles and how they complement each other, reflected in the high rating of 4.45 for that session. One noted he or she "really needed that." Participants also noted in their evaluations that the budget process "provided clarity on an often-challenging topic" and participants appreciated learning about the budget process through the interactive exercise in this session. General comments about Day 1 are that it was "worthwhile," "very stimulating," and a "very good overview."

The highest rated sessions of Day 2 were OFDA and FFP office presentations. Many participants appreciated the "dynamic presenters," and commented that the most important point they learned on Day 2 was "how the parts work together" within DCHA, as well as the "DCHA-wide push for more collaboration between the offices and bureaus." Since Day 2 does not include interactive exercises, participants requested "more activities."

Day 3, a half-day, was comprised of presentations on DCHA's cross-sector initiatives including the Complex Crisis Fund (CCF), Environment, Gender, and finally, an interactive capstone session about the Crisis and Opening Action Coordination Team (COACT). Based on the participant evaluations, the overall "best part" of the day's training for the majority of participants was the COACT exercise. For example, one participant commented that "the COACT discussion was very informative—I've often wondered about COACTs."

Also for the first time, the DCHA training team added some evaluation questions about the course overall, rather than questions focused on the individual sessions. One question, "How useful is the information in DCHA 101 for doing your job?" received a score of 4.6. This score was lower than the score for the course overall (4.73) and the score for meeting the course's learning objectives (4.8). However, the comments from the participants describe DCHA 101 as a foundation to success working within the DCHA Bureau. One wrote that the course is a "great orientation that will be useful in DC and in Missions." Another commented on "issues [that] affect all of us," noting the wide reach of this content across all DCHA offices.

E-MODULE DEVELOPMENT

The section below provides descriptions of each of the e-module development activities undertaken in the third quarter.

Security Sector Assistance (SSA) e-Learning Module

After completing a scoping exercise last quarter, the USAID SSA point of contact and the training team were able to quickly develop the session design for this introductory e-module. The module was drafted using a storyboard model, which was then transferred into PowerPoint slides. The team met regularly to brainstorm and edit the session design and accompanying script, which was submitted to the DRG office for final approval on June 5.

The final version of the SSA e-module includes five sections:
1. Why Security and Justice Matter to Development
2. How USAID can Work in the Security Sector
3. Key Concepts
4. SSA Best Practices
5. USAID's SSA Resources

Figure 2: Myth busting in the SSA e-module

The e-module begins with a myth busting section where learners are asked true or false questions in order to identify some commonly-held myths about SSA. Each section in the module is followed by an interactive quiz.

Once the final version receives approval, the MSI training team will submit it and other source documents to the e-module developer, who will build the e-module in Captivate software. The finished e-module is expected to undergo beta-testing and be uploaded to the USAID Learning Management System (LMS) next quarter.

FFP e-Learning Module:

The project made substantial progress this quarter developing the e-module in the Captivate e-learning software this quarter, and also continued to meet with the FFP point of contact to edit the visual representation of the e-module. Narration of the script was also revised and rerecorded this quarter; the resulting narration has a better flow and is more listener-friendly for new FFP staff, the module's target audience. These changes, along with the demanding training and onboarding schedule of the FFP representative, have lengthened the e-module delivery timeline by a two weeks; however, the e-module is still on track to be uploaded to the LMS prior to the deadline of August 15.

Since this TO requires a pre- and post-test for one e-module in addition to the DCHA e-modules, the training team decided to include a pre-test and post-test within the FFP e-module. The results of this pre- and post-test will be used by FFP to review any e-module updates that may be desired on an annual basis.
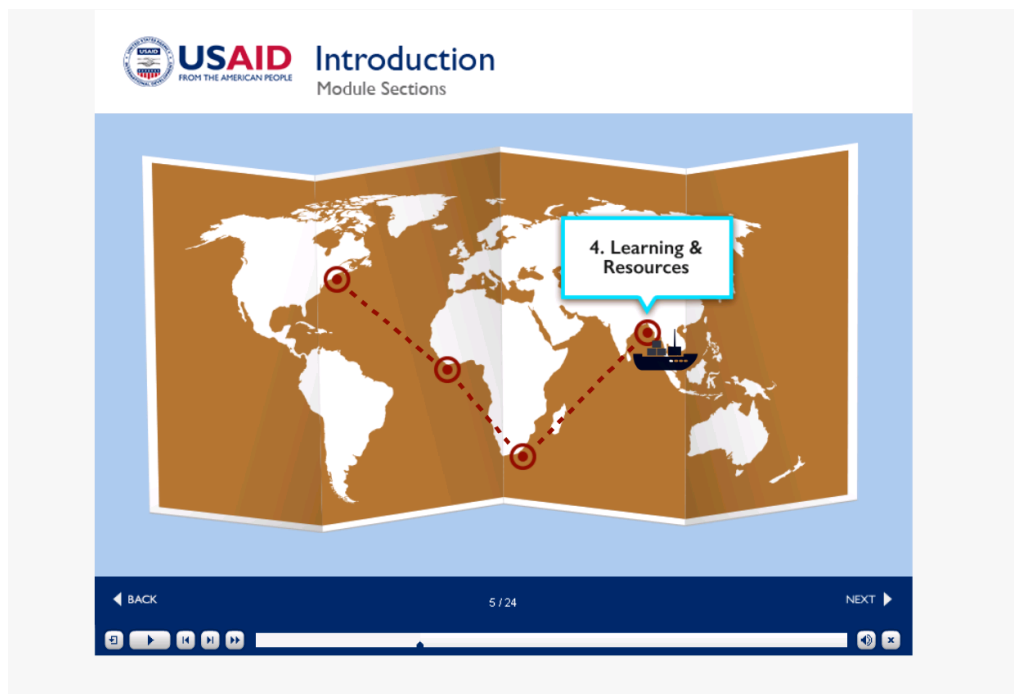

Figure 3: the FFP e-module in Captivate software

ANALYTIC SUPPORT

DCHA Professional Development Survey:

On April 24, the draft version of the DCHA professional development survey final report was submitted to the COR for comments and a final version was submitted on May 7. The report presents the major findings for each question in the survey and highlights the overall conclusions and key recommendations for the DCHA office's consideration. The survey included 27 questions

and was sent to more than 800 DCHA Bureau staff using an online survey forum. Respondents comprised 227 staff members from all nine DCHA offices. The overarching recommendation to which all data point is for DCHA to create a comprehensive professional development strategy.

On May 28, the project team and the COR held a meeting with the DCHA training points of contact from each office to share some of the survey findings related to training needs. In preparation for the DCHA senior leadership retreat on professional development, the project submitted a PowerPoint presentation highlighting the main findings, conclusions and recommendations on June 25.

COACT Review Activity:

On April 2, MSI conducted a review workshop for senior DCHA staff, presenting key findings from the focus group discussions and key informant interviews conducted during the Quarter 2. The attendees actively participated in the presentation, then spent the afternoon discussing next steps. The main recommendations from the senior staff during the workshop on April 2 are:

1. Discuss COACT status, including starting up/shutting down, at DCHA senior staff meetings once a month;

2. Create COACT fact sheet and look at other mechanisms for communication (e.g. e-mail, digest);

3. Communicate and update the Standard Operating Procedures; and

4. Convene meeting to discuss changing COACT to more "marketable" name/acronym.

On April 8, MSI submitted a draft report to the COACT advisors for comments. This report summarizes the tasks undertaken for to examine the COACT, and explores the history and definition of the COACT, and highlights processes for establishment and standing down, roles and responsibilities of key staff, and internal coordination gaps. The report further summarizes the findings of the focus groups, as well as discussions which took place at the senior staff workshop. A number of broad themes also emerged, including the need for more strategic planning for future responses, assessing the overall success and value of the COACTs, the need for greater participation in decision making, and concerns regarding the number of COACTs given staffing constraints. The final report was submitted on May 13.

myUSAID Pages Migration

In the third quarter, MSI and the COR met for a detailed discussion of the *myUSAID* site map. Designs for the skeletal framework of the website and page mock-ups established the overall organization of the new website. Mapping out the layout helped the team finesse the messaging of the site, which led to a site renaming. The DCHA Professional Development site became the new DCHA Staff Support: Resources & Services site.

Next quarter, the team will create pages on the new site and upload new and updated content. Once the pages themselves are built, the COR will approve them prior to submission to the *myUSAID* publication team for final approval and publication. The team will also create a content management plan for existing content which will need ongoing maintenance and updates as time goes on.
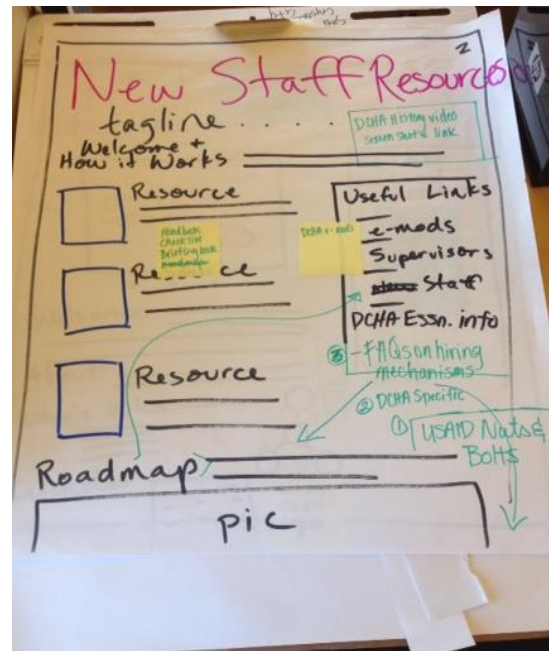

Figure 4: mock-up flip chart, New Staff Resources page

CONTRACT MANAGEMENT

As the end of the project draws closer, MSI is closely monitoring the remaining obligated funds. As discussed with the COR at the end of this quarter, the remaining activities can now be completed without an incremental increase, since some activities were cancelled and others have cost less than anticipated.

Alumni Data

Until June 2014, MSI tracked course alumni in After Action Reports (AARs) that followed the completion of each course. In order track alumni information more cohesively, MSI built a comprehensive alumni database that records the name, e-mail address, office, courses taken, and "funding mechanism" of each participant trained under the project. In doing this, MSI discovered that over 400 participants had not completed their funding mechanism information. This quarter, MSI and the COR continued work on the major endeavor of finding missing funding mechanism data for these alumni. The team explored many options, from coordinating directly with specific offices to sending a Google survey to particular participants. The project was finally completed by using a USAID staffing report found on *myUSAID* to complete the information for Operating Expense-funded and Program-funded alumni. This allowed the alumni database to be completely updated ahead of the July 15 deadline. MSI will ensure that participants record their individual funding mechanism information on the sign-in sheet in person during the training in the future.

LESSONS LEARNED

Lessons learned this quarter include:

1. **DCHA 101 pre- and post-tests**

   Including a pre and post-test quiz in DCHA 101 is an effective way to assess participants' increase in learning at the end of the course. By reviewing the results, the training team was also able to quickly identify areas in the content that should be clarified.

2. **Security Sector Reform e-module**

   This e-module design process moved more efficiently compared to others undertaken on the project, largely because the USAID point of contact for the module had sufficient time to dedicate to this activity, which resulted in rapid responses and approvals. Identifying one point of contact for approvals creates a quick content creation and editing process. This person must also be able to dedicate time to the e-module design process. Whenever this is possible within USAID, one point of contact interacting with MSI should be the norm.

3. **Food for Peace e-module**

   Narration works best with a narrator who is familiar with the subject matter. This creates a smooth flow of information for the listener. The FFP representative agreed to be the narrator for the e-module, which now boasts a very welcoming and informative voice.

4. **COACT review activity**

   Using a bottom-up, participatory approach for the COACT review activity resulted in a comprehensive set of priorities and recommendations. The process began with collecting insights from key informant interviews and focus groups, which were then presented to bureau senior leadership for review and prioritization. This structure ensured buy-in and accountability for positive change.

5. **myUSAID pages migration**

   As the team planned the site itself, using different kinds of visual planning methods proved to be most useful. The tactile online presentation tool, Prezi, allowed the team to move parts of the site around as needed, and still show the overall site map in printed copy. Using flip charts, markers and post it notes allowed detailed planning meetings to progress quickly and efficiently, with agreed-upon meanings recorded physically on the paper. Lastly, all tasks are recorded in the overall tasker, which shows each task, its location on the site, and notes about its completion. The tasker has been expanded to include three phases: Planning, Building, and Management. This careful and methodical planning process for the new myUSAID pages is a clear improvement over the DCHA Portal planning process, in which the COR did not have enough buy-in.

PLANS FOR NEXT QUARTER

- Deliver a **DCHA 101 course** in Washington, D.C.
- Support a **FFP 101 course** in Washington, D.C.
- Deliver a **CSG** course in Washington, D.C.
- Support two **Crucial/Courageous Conversations** courses in Washington, D.C.
- Upload the final **FFP e-module** to USAID University
- Upload the final **SSR e-module** to USAID University
- Publish the **DCHA e-modules** on USAID University and implement an outreach strategy
- Build the new **myUSAID site** from approved content
- Facilitate the **DCHA senior leadership retreat**
- Facilitate the **WPS Training of Trainers**
- Continue work on the **final report** and associated final deliverables
- Continue project **close out** preparations